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The chief interest of the American educationist seems to be in observed and tested facts, even if these are not closely articulated.

The book before us is a good illustration of the English method of treating educational theory. The conclusions reached, however, seem somewhat in advance of many English books of this character. The doctrine of formal discipline is abandoned for the most part, though it is retained for the purpose of validating certain subjects of study, especially grammar. On p. 14 the author expresses his opinion to the effect that the acquisition of exactness in any one field does not insure exactness in other and different fields, and the principle, he claims, holds in daily life as in the schoolroom. But on p. 77 he makes a plea for the retention of grammar in the curriculum, because "it is a formal study of vast importance in strengthening the abstract powers of the mind. It trains observation and thoughtful analysis; it leads on gradually to logic." It seems to the present reviewer that these latter propositions are in direct contrast to positions taken elsewhere in the book. American educators have almost completely abandoned the doctrine of formal discipline. They would say that if grammar contributes to an individual's efficiency in daily life it has educational value; otherwise it is valueless.

The author says that the aim of education should be the development of flexibility and exactness in mental function. The former quality gives one insight, originality, breadth of outlook, while the latter insures that we "lose as little effort as possible, always following the safest course to our goal—the correct interpretation of facts laid before us, the drawing of valid conclusions, the separation of the true from the false, the proper adaptation of means to ends" (p. 9). The book is devoted mainly to showing how we may develop these mental qualities in our pupils. The conclusions reached are in large part in accord with contemporary theory in our own country.

In the early years, especial attention must be given to work involving the use of the senses and the hand. At the outset the work must deal with things, and be suited to the needs and interests of the child. We must always proceed from the simple to the complex, but this, being interpreted, means that we must begin with what is familiar to the child, and move outward to what is least familiar. Psychological and logical methods are often diametrically opposed to one another. The author everywhere strikes hard against mere formal methods of teaching; he makes a plea for naturalism in all the work of the school. Abstract work must be based upon preceding concrete experience. Definitions must grow out of direct contact with the realities governed by the definitions. We must be on our guard against making undue use of the memory in teaching. What we should develop is ability of a dynamic sort, rather than mere acquisitive power. The book can be strongly commended to teachers as, on the whole, an orderly exposition of contemporary educational ideals.

M. V. O'SHEA

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A Guide for Laboratory and Field Work in Zoölogy. By HENRY R. LINVILLE and HENRY A. KELLY. Boston: Ginn & Co., 1906. Pp. v+104.

This guide was designed particularly to accompany Linville and Kelly's *General Zoölogy*, which was reviewed recently in these columns. It may also

be used in connection with any other textbook on the subject. The exercises are presented in the order of the studies in the larger text; the insects and crustaceans initiating the student and the succeeding lessons taking him down the scale to the protozoa and then up the vertebrate line in the order of evolution. As might be expected from a glance at their *General Zoölogy*, the authors require a study of the living animal before any dissecting is done or drawings are made. This brings the young pupils in contact with the real object in an interesting way and tends to stimulate them to further investigation of the subject aided by the "Additional Topics for Study" appended to many of the chapters. Two sets of questions are arranged for directing the work; one in the form of unnumbered paragraphs, and the other, numbered paragraphs. Laboratory outlines for the study of living animals are in demand and this guide is therefore a welcome one to teachers who appreciate the value of field work combined with laboratory exercises.

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Elementary French. By FRED DAVIS ALDRICH and IRVING LYSANDER FOSTER.
New York: Ginn & Co., 1907. Pp. 329.

This book is characterized by clearness and simplicity of arrangement, and by the natural and logical development of the subject. Exceptions may be made, however, to the plan of reserving the inflection of the verb *avoir* until the thirteenth lesson, and to deferring the subject of irregular verbs until the thirtieth. Thirty-four new irregular verbs are then given in six lessons: this is an exhaustive amount of memorizing for the average student. On the whole, this compilation of grammatical facts is one of the best issued during the last year.

ELIZABETH WALLACE

THE UNIVERSITY OF CHICAGO

A Primer of General Method. By SIDNEY EDWARD LANG. Toronto: The Copp, Clark Co., 1906. Pp. x+224.

This book professes to be an introduction to educational theory and practice on the basis of logic. It is designed for use in normal schools. There are fourteen chapters on logic, followed by three on concrete problems of education.

The portion devoted to logic is better than that given to education. The author has drawn upon the best contemporary writers on logic, such as Dewey, Creighton, and Welton. The point of view emphasizes, as we might expect, the organic relation between the knowledge processes and practical interests. The author's style is simple and clear on the whole, and he uses a commendably large number of simple illustrations.

The chapters on education give one the feeling that they are rather loosely tacked on at the end, instead of being closely sequent upon the thought developed in the logic on which they are supposed to be based. This is particularly true of the chapter on "Work, Play, and Drudgery," the thought of which would more naturally be developed from the psychology of these processes than from the logic which has preceded. There is, however, much pertinence to the thoughts which the author has expressed in the chapters on education.